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ABSTRACT

This guide is designed to help the driver education teacher understand the reading process. It gives suggestions for implementing reading instruction and for identifying the reading skills that a student will need in order to become proficient in the area of driver education. Recognition of words is the primary concern of the first part of the document, and specific vocabulary development activities center on lists of essential vocabulary words for drivers. Methods for presenting these words are suggested. Also included are a sample lesson on teaching with a film, activities related to driver education designed to develop study skills, and methods of making assignments to students. (Author/MKM)

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A MINI-GUIDE TO READING IN THE CONTENT AREA

of

DRIVER AND TRAFFIC SAFETY EDUCATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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DRIVER AND TRAFFIC SAFETY EDUCATION

INTRODUCTION

Today's secondary classroom teacher is faced with the problem of students who lack reading skills needed for adequate study of all materials required in their subject areas. It is, therefore, the teacher's responsibility to provide a program that meets the basic needs of each student to understand the subject as fully as his capabilities will allow to develop the skills necessary for this understanding.

The Driver Education In-Service Program for teachers should be oriented toward an understanding of reading skills and their importance in helping students gain knowledge.

This program will build the background of the driver education instructor and help him to understand the reading process; it will provide the information that will help him to make reading instruction a basic part of the teaching of his subject; and it will assist him in learning how to determine each student's proficiency in reading his subject and to identify the reading skills in which a student needs to be proficient in order to achieve success in his subject.

AUG 7 1980

WORD LIST	SIMPLIFIED MEANING FOR SLOW READERS
1. Abutment	End of a bridge railing
2. Accelerate	Speed up
3. Accident	Wreck
4. Blind spot	Position that a driver of a car cannot see
5. Braking distance	How far will it take you to stop?
6. By-pass	Route around a town
7. Carbon Monoxide	Colorless, orderless gas
8. Center of gravity	Middle of an object
9. Color blind	Can't tell one color from another
10. Compensate	Make up for
11. Decision making	To think what to do
12. Defensive driving	Watching out for other cars
13. Depth perception	How far is it to that car
14. Directional	Which way
15. Evasive action	Can you miss that car?
16. Fatalities	Deaths
17. Fatigue	Tired
18. Following distance	How far away is the car in front?
19. Friction	Pulling against something
20. Gravity	Holds the car on the road
21. Hand over hand steering	Using both hands while turning
22. High aim steering	Watching the roadway ahead while driving
23. Hydroplaning	Sliding over a thin sheet of water
24. Intoxicated	Drunk
25. Intersection	Two or more streets coming together
26. Jump starting	Starting a car from another car's battery
27. Kinetic energy	Energy of motion

WORD LIST	SIMPLIFIED MEANING FOR SLOW READERS
28. Last clear change	To avoid a wreck
29. Maneuver	To turn
30. Merge	To come together
31. Odometer	Shows the amount of miles on a car
32. Oversteering	To turn too much
33. Overtaking	To "catch" another car from behind
34. Pedestrian	A person walking along a roadway
35. Perception	To see
36. Point system	Penality system for traffic violators
37. Reaction	To act
38. Restraint	To hold (A seat belt)
39. Reflectorize	Shines in the dark
40. Shifting	Change gears
41. Signal	Tell the direction you will turn
42. Speed	How fast you are going
43. Space cushion	Distance between your car and other cars
44. Stopping distance	How far it takes you to stop
45. Tailgate	Following another car too closely
46. Traction	Tires gripping the roadway
47. Turn indicator	Turn signal
48. Traffic	All vehicles that use the roads
49. U Turn	To completely change directions
50. Uniform Vehicle Code	Traffic laws
51. Violation	Breaking a traffic law
52. Warning sign	A sign that tells of danger
53. Yield	Letting the other driver go first

ALLEN LIST OF 100 WORDS OF HIGHEST FREQUENCY BY RANK ORDER

1. the	26. had	51. can	76. how
2. of	27. not	52. out	77. may
3. and	28. or	53. up	78. over
4. a	29. have	54. about	79. made
5. to	30. but	55. so	80. did
6. in	31. one	56. them	81. new
7. is	32. what	57. our	82. after
8. that	33. were	58. into	83. most
9. was	34. an	59. some	84. way
10. he	35. which	60. other	85. down
11. it	36. there	61. then	86. see
12. for	37. we	62. these	87. people
13. as	38. all	63. its	88. any
14. on	39. their	64. then	89. where
15. with	40. she	65. two	90. through
16. his	41. when	66. time	91. me
17. at	42. will	67. could	92. man
18. be	43. said	68. your	93. before
19. are	44. her	69. many	94. back
20. you	45. do	70. like	95. much
21. I	46. has	71. first	96. just
22. this	47. him	72. each	97. little
23. by	48. if	73. only	98. very
24. from	49. no	74. now	99. long
25. they	50. more	75. my	100. good

Roach Van Allen and Richard Venezky, Language Experiences in Reading (Chicago, Illinois: Encyclopaedia Brittanica Educational Corporation, 1975).

WILSON'S ESSENTIAL VOCABULARY

(Modified for Drivers)

Bus Stop
Caution
Combustible
Don't Walk
Do Not Cross, Use Tunnel
Do Not Enter
Do Not Stand Up
Doctor (Dr.)
Emergency Exit
Entrance
Exit
Exit Only
Flammable
Gasoline
In
Out
Pedestrians Prohibited
Police (Station)
Private
Smoking Prohibited
Walk
Warning
All Cars (Trucks) Stop
Bridge Out
Bus Only
Caution
Construction Zone
Curve
Danger
Dangerous Curve
Dead End
Deer (Cattle) Crossing
Detour
Dim Lights
Dip
Do Not Block Walk (Driveway)
Do Not Enter
Drifting Sand
Drive Slowly

40. Emergency Vehicles Only
41. End 45
42. End Construction
43. Entrance
44. Exit Only
45. Exit Speed 30
46. Falling Rocks
47. Flooded
48. Floods When Raining
49. Four Way Stop
50. Freeway
51. Garage
52. Go Slow
53. Hospital Zone
54. Inspection Station
55. Junction 101-A Keep to the Right (Left)
56. Lane Ends
57. Last Chance for Gas
58. Left Lane Must Turn Left
59. Left Turn on this Signal Only
60. Left Turn Only
61. Left Turn O.K.
62. Loading Zone
63. Look
64. Look Out for the Cars (Trucks)
65. Listen
66. M.P.H.
67. Mechanic on Duty
68. Men Working
69. Merge Left (Right)
70. Merging Traffic
71. No Left Turn
72. No Parking
73. No Passing
74. No Right Turn
75. No Right Turn on Red Light
76. No Standing
77. No Stopping

78. No Turns
79. No U Turns
80. Not a Through Street
81. One Way Do Not Enter
82. One Way Street
83. Pavement Ends
84. Playground
85. Proceed at Your Own Ri
86. Private Road
87. R. R.
88. Railroad Crossing
89. Resume Speed
90. Right Lane Must Turn Right
91. Right Turn Only
92. Road Closed
93. Road Ends
94. School Stop
95. School Zone
96. Slide Area
97. Slippery When Wet(Frost
98. Slow Down
99. Slower Traffic Keep Ri
100. Speed Checked by Radar
101. Steep Grade
102. Stop
103. Stop Ahead
104. Stop for Pedestrians
105. Stop Motor
106. This Lane May Turn Left
107. This Road Patrolled by Aircraft
108. Three Way Light
109. Turn Off 1/2 Mile
110. Turn Off
111. Traffic Circle
112. Truck Route
113. Unloading Zone
114. Use Low Gear
115. Watch for Flagman
116. Watch for Low Flying Aircraft
117. Winding Road
118. Yield
119. Yield Right of Way

EFFECTIVE WAYS OF TEACHING THESE WORDS

There are many effective ways that a concerned teacher can teach the preceding words to slow readers in a driver education class. The following section deals with some methods that have proved reliable in the past.

A. Context Clues

1. Definition - learning the meaning of a word from clues that are found in surrounding words in the sentence or paragraph.

2. Sample exercise:
   Directions: Write the missing word in the blank.

   a. The collision occurred because a driver failed to YIELD the right-of-way.

   b. To protect your car from cold weather ANTIFREEZE is poured into the radiator.

   c. A PEDESTRIAN is a person who walks along the roadway.

   d. The driver of the car had to pay the damages because he failed to get INSURANCE coverage.

   e. The SPEEDOMETER is the instrument which tells a driver how fast he is going.

   f. If your car won't start, one of the first items to check is your FUEL gauge.

B. Phonics Skills

1. Definition - The system of describing the relationship between the sounds and written symbols that make up words.

2. It should be understood by the driver education teacher that we are not including a thorough course in phonics. Phonics go far beyond the scope that a high school teacher should be concerned with. Most elementary schools use all aspects of phonics in their teaching activities.

3. Prefixes and suffixes - Many times a student can learn the meaning of a word by recognizing common prefixes and suffixes. Some examples are as follows:

Prefixes	Suffixes
alti - height	-ize - to make
anti - against	- er - one who
centri - center	-ation - the act of
chrono - time	- or - the state of

Prefixes	Suffixes
con - with	con - the act of
ex - out of	y - to make
tele- distance	

C. Picture Clues

1. Definition - This is the ability to look at a picture and then recognize the words or phrases represented.

2. Exercises:

Directions - Study the two shapes below and answer the following questions either true or false.

_____ 1. By their shape alone, you should recognize both these signs.

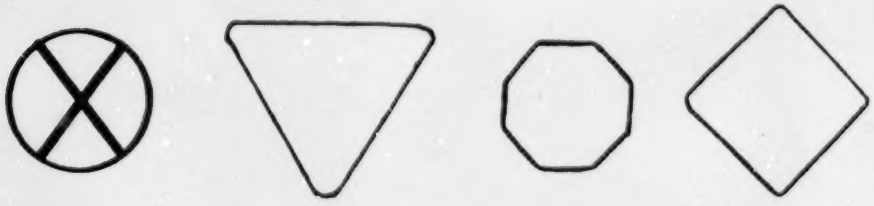
_____ 2. Sign number one means stop.

_____ 3. It is not necessary to come to a full stop at a stop sign.

_____ 4. The inverted triangle always means to yield the right-of-way.

_____ 5. You must always stop at a yield sign.

Directions - The following signs can be "read" by non-readers. Have one student tell the class the meaning of each sign.



COMPREHENSION

A. It must be realized here that comprehension is not a single skill. A reader must learn to anticipate outcomes, compare and contrast, to make generalizations, recognize relationships such as cause and effect, recognize details, and organize information.

The following are some exercises that will help teach these skills while teaching the content of the subject matter.

B. Examples:

1. Directions - Read the following paragraph on night driving. Write the answers to the questions which follow the story.

Night Driving

In driving at night, you may become aware that your eyes are unusually sensitive to brightness, and have the accompanying difficulty of adapting to darkness, or to dimly lit objects. This problem can be met through the use of medically prescribed lenses. You should avoid the use of sunglasses at night and while driving through tunnels of any length, as should everyone. The windshield of your car should not be tinted as this decreases visibility at night and has proved to be dangerous.

There are some sensible precautions to be taken at night. Sealed beam headlights include two beams - one for normal driving, and one to be used when vehicles are approaching you, or in fog. If you meet vehicles whose drivers do not depress their headlight beams, develop the habit of not looking directly into the light, but to one side. The retina of a normal eye will be affected when exposed to a bright light for one second. When the light is removed, it may take a full minute for the retina to return to its normal function. This might mean that the driver who looks directly into bright headlights could be partially blinded for a full minute. At 30 mph, in one second this could be 44 feet, in which distance much can happen.

1. The part of the eye that is affected by the glaring headlights of an oncoming car is the:

   A. Cornea
   B. Iris
   C. Retina
   D. Lens

2. Which of the following is not a helpful factor when driving at night?

   A. Prescription glasses
   B. Contact lenses
   C. Sunglasses
   D. Tinted windshield

3. When meeting a vehicle with its lights on "bright" you should:

   A. Blink your eyes frequently
   B. Stare into the oncoming lights
   C. Steer your car to the right
   D. Do not look directly into the oncoming lights

2. Directions:

The following is an exercise in listening comprehension.

The teacher can make a cassette tape of twenty or more sounds. These sounds can be of automobiles, motorcycles, thunder, rain. or any easily recognized sound. The tape is played in class and the students

TEACHING MODEL

This is a sample lesson that gives as an example the teaching of a film. The film is entitled "Mixing with Motorcycles". This is a 23 minute color film which is available from Aetna Life and Casualty.

UNIT CONTENT

As the title suggests, this unit provides information, examples and driving experiences enabling the student driver to interact with motorcycles with an improved chance of avoiding collision with them. It is hoped that this unit can improve the chances for motorists and cyclists as well.

The problem of identifying motorcycles in a traffic mix is dealt with as well as some of the characteristic behaviors of motorcycles that are not expected of larger vehicles.

Having been thus oriented in the first portion of the film, the student driver is then given the opportunity to develop and demonstrate his proficiency in making identifications and predictions about motorcycles in traffic and in making appropriate decisions to avoid conflict with them.

GENERAL OBJECTIVE

To learn to successfully share the highway with motorcycles and to reduce the frequency of motorcycle/motor vehicle collisions.

INSTRUCTIONAL OBJECTIVES

The student will be able to:

- more frequently identify motorcycles in the traffic mix through an increased awareness of the identification problem
- make more accurate predictions concerning probably motorcycle actions
- make better decisions for interacting with motorcycles
- apply IPED and its sub-strategies to avoid motorcycle/motor vehicle collision.

KEYWORDS

STABILITY - Capability of remaining in steady (upright) position.

MANEUVERABILITY - Capability of making quick, sharp changes of direction and speed.

ROAD DEBRIS - Inanimate, foreign objects in roadway that cyclists will swerve to avoid such as bottles, branches, etc.

OFFSET POSITION - Staggered position of two or more motorcycles on roadway maintained to provide space cushion for each.

list all the sounds they can remember.

3. Directions: The teachers can describe a traffic situation or a traffic accident orally to the class. After paying careful attention to the description, the class members then draw a picture that describes the situation.

STUDY SKILLS

The following activities are designed to develop study skills.

Using the Dictionary

Directions - Use your dictionary or textbook to locate the terms below. Write the meaning of each term. Use the meaning as it relates to driving as possible.

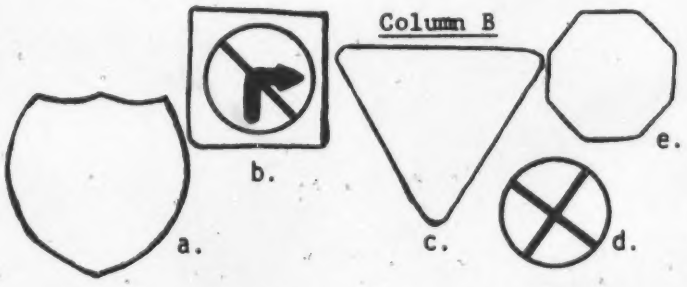
1. Attitude
2. Cylinder
3. Exhaust
4. Shoulder
5. Vapor lock

Recall

Directions - Match the word in column A with the sign shape in column B.

Column A

1. Stop
2. Yield
3. Railroad
4. Interstate
5. No Turns



Evaluation

The activity below is designed to develop skill in evaluation, using the dictionary and textbook, and recall.

Directions: Read each sentence and decide if the statement is fact or opinion. Beside each number write F for fact and O for opinion.

_____1. Alcohol is a depressant type drug.
_____2. Most people prefer four door automobiles.
_____3. A person who has good peripheral vision can see to each side while looking straight ahead.
_____4. "Getting the big picture" means seeing all around you.
_____5. Automatic transmissions are better than standard shift transmissions.
_____6. Most people had rather drive on interstate highways than on two lane roads.
_____7. Between the ages of sixteen and twenty are dangerous years for young drivers.
_____8. Buying a good used car is not easy.
_____9. Chevrolet's are the fastest cars on the road.
_____10. Carbon monoxide forms as a result of incomplete combustion.

INTRODUCTORY ACTIVITIES

1. Any cyclists in class? Take a look at the motorcycle/motorist vehicle problem from their point of view.

2. Review local and/or national statistics to reinforce the need for this kind of unit.

3. To give students a "quickie" idea of part of the identification problem, show a box of playing cards (or pack of cigarettes) broadside. Then, turn it so its edge is toward the class, relating the edge view to motorcycles in traffic, the broadside view to other motor vehicles.

4. Be sure students understand that all motorcyclists are not "bad guys" any more than all other motorists are all "good guys". There is no difference ... good and bad on both sides. Each have equal rights and must learn to share the highways with each other.

5. Although some cyclists' actions in this unit may not be representative of the very best motorcycle behavior, they are in no way intended to discredit motorcyclists'.

   Similar to experiences with erratic motorists in other units, these situations are structured to strengthen the lesson in terms of preparing drivers for what <u>can</u> happen in the real world.

FILM PRESENTATION

REINFORCEMENT ACTIVITIES

1. When students stop at the curb and secure their cars approximately half way through the film, make a mark on the film reel so that you can rewind to this point and re-run this last portion again for additional practice. (The mark will only have to be made once.)

2. Ask the cyclists in the class who commented before the film was shown for their comments now.

3. With the class, develop and discuss a list of local areas that have a history of vehicle/cycle collisions and other areas where cyclists are usually "in abundance".

4. With the class, develop a list of keywords that describe typical motorcycle behaviors and characteristics, knowledge of which can help reduce the frequency of collision.

MAKING ASSIGNMENTS

This section deals with the proper methods of making assignments to your students.

Directions: Have students follow the procedure outlined below for a study assignment.

Copy

Either give the students a written copy or have them copy the assignment on paper as you give it. This will make the student understand exactly what is expected of him.

Locate

Have the students locate all unfamiliar words in a reading assignment. They can find the meanings either in the text or a dictionary.

Read

Be sure each student reads the assignment throughly. Have him take notes and turn them in to you. Ask the students to be prepared to ask intelligent questions concerning the assignments. When it is possible, inform the student as to where they can find additional information on the subject.

Never

Make hurried assignments as the students are leaving the classroom. This makes for unprepared students and unsuccessful classes.

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